

**INCLUSION OF VIETNAMESE WITH DISABILITIES**  
**Progress Report # 15**  
**Submitted October 21, 2010**

USAID Cooperative Agreement #486-A-00-05-00019-00

Award Recipient: Catholic Relief Services

Reporting Period: October 2009 – September 2010

**Section 1 – Program Performance Summary**

FY 2010 spans two phases of the IVWD project. During the first three quarters, CRS successfully completed the program activities from phase 2, and started implementation of phase 3 in July 2010.

During FY 2010, the IVWD project successfully completed the junior secondary school IE model development. At the community level, the IVWD project supported 9 pilot junior secondary schools in Ninh Binh and Quang Nam provinces to implement IE. A network of core teachers were trained in IE teaching methodologies and school principals were trained in IE management. CRS also used funding from another donor to support associations of parents of children with disabilities to provide community-based support for students with disabilities.

At the national level, CRS worked with Ministry of Education and Training (MOET) and Hanoi University of Education to complete training materials for the IE management curriculum with a publication of 10,000 copies to distribute to nationwide, and the IE module for pre-service teacher-training programs. CRS developed and disseminated an introductory manual on IE at the junior secondary school level model to stakeholders at the national and provincial level. A two-day workshop attended by 69 participants, including Vice Minister Quy and former Vice Minister Mai and many other high level MOET officials, was held in Hanoi to review the achievement of the IE in junior secondary school model. MOET has since adopted this model and incorporated it into its ADB funded Second Lower Secondary Education Development project to be implemented in all 63 provinces.

The project faced some challenges during the implementation. Hanoi University of Education was contracted to develop and pilot IE curriculum for pre-service teachers, but due to change in management, development of the training curriculum was delayed and it was not completed in-time to be piloted during this school year. Also provincial DOETs did not have the necessary human and financial resources to implement IE support centers; instead, a network of key special education specialists were selected and provided with an in-depth training course by the Hanoi university of Education for both Ninh Binh and Quang Nam provinces to support the implementation of IE at provincial scale. These challenges did not affect the overall impact of this project: IE at junior secondary school model was adopted by MOET for nation wide implementation. The evaluation which was carried out in December 2009 concluded that the IVWD project has had major impact on IE, thanks mainly to the dual-tracked approach of working with central level government on policy development while at same time supporting local level actors such as teachers, principles and parents to implement IE. Policy development was facilitated by on-the-ground learning, and local level implementation is sustained by policy mainstreaming of IE.

During the fiscal year, CRS continued to work with HCIT and VLU to implement ITTP. Overall, 76% of youth with disabilities who completed the long-term ITTP courses have

found employment. This rate would be higher if those who have just completed their training in June and July are not counted. Both ITTP schools have shown increased ownership over their respective programs. The schools' cost share contributions have exceeded expectation, and school managers have become more proactive in addressing the needs of ITTP students. The schools have also increased networking activities with employers to ensure that ITTP teaches skills that are demanded by potential employers so that ITTP graduates are marketable in spite of the short length training periods. Hiring managers have consistently told CRS and ITTP schools that they do not hire ITTP graduates out of charity, they hire ITTP graduates because of their demonstrated capabilities in multiple rounds of interviews and tests—the same interviews and tests that 4-year university graduates have to go through. Businesses that have hired ITTP graduates are interested in hiring more ITTP graduates, and some ITTP alumni are starting to play a big role in linking new graduates with job opportunities. As more businesses are exposed to ITTP graduates and more alumni are helping new graduates, the prospect for each successive class of ITTP graduates for finding a job is expected to be better and better.

The ITTP program is more than just a technical training program; ITTP students are not only benefiting from technical skills training and job placement, they also learn social skills and gain confidence in themselves that they can become productive members of the society. School managers have testified that ITTP students not only push each other to strive harder, they also serve as inspirations for their non-disabled peers.

## **Section 2 – Key Issue Achievement Narrative**

<i>Key Issue: Civil Society and Community Mobilization</i>
--

<i>Narrative:</i>
-------------------

<p>Throughout FY 2010, CRS and ITTP schools were able to mobilize civil society and community resources to support youth with disabilities who participate in this project to complete their training and be employed in the IT sector. HCIT continued to partner with French-Vietnamese Friendship Association to provide scholarships for students with economic difficulties. CRS and partner schools always involve various disabled persons' organizations (DPOs) such as the Hanoi Deaf Club and Disability Resource and Development (DRD) to recruit candidates for ITTP training. CRS and the partner schools are working closely with the Vietnam Blind Association (VBA) in designing a curriculum for IT instructors for members of VBA. HCIT was also able to mobilize businesses to support students' transportation costs. IT companies have been supporting the program by providing internship opportunities for ITTP students and by making exceptions in qualifications for ITTP graduates so that they could be considered for posts that require a minimum of 4-year college degree. As more and more ITTP students got jobs in the IT sector, business managers are learning that ITTP graduates are some of their most capable and reliable employees, and have recommended other businesses to hire ITTP graduates.</p>
--

<p>CRS, with its private fund, has supported 15 associations of parents with children with disabilities (CWD) to implement community-based initiatives that increase the educational opportunities for CWD and facilitate CWD's social integration. Two of the parents' associations were able to raise additional funding from local government and businesses to complement the support they received from CRS.</p>
---

<i>Key Issue: Local Institutional Capacity Building</i>
---

<i>Narrative:</i>
-------------------

In FY 2010, CRS continued to work with MOET and DOETs in Ninh Binh and Quang Nam
--

to implement the inclusive education (IE) model in junior secondary school. CRS has organized trainings for teachers and school principals on the implementation of IE in schools. CRS has also assisted in the establishment of province-wide networks of key teachers with expertise in IE to support schools in their implementation of IE.

CRS, in collaboration with MOET, has printed and distributed 7000 copies the book titled *Management in Inclusive Education* to relevant offices in MOET, 63 provincial level DOETs, 7 universities and colleges with faculty of special needs education and 40 teacher training colleges across Vietnam. These books will facilitate managers in the education sector to improve their skills in managing inclusive education.

CRS has also provided training for key teachers and managers in the two colleges that are implementing ITTP on IE management. Teachers and leaders from both schools exchanged lessons learned in working with PWD and developed action plans for their institutions to better support PWD.

### **Section 3 – Program Achievements in FY 2010**

Project activities implemented during the fourth quarter of FY 2010 are described below grouped by strategic objective:

**SO1:** Youth with disabilities increase access to employment using ICT.

#### **1. ITTP program collaboration with HCIT in Hanoi:**

In early July 2010, 47 students from fourth software engineering class (SE #4) and the first General IT Management class (GEIT #1) at HCIT had successfully completed their courses. HCIT continue to support these students with dormitory accommodation until the end of August. CRS and HCIT teachers explored a series of opportunities for graduated student to have job/internship in IT companies like VatGia, Cho Dien Tu, FPT, and VeGa Corporation. By the end of the 4<sup>th</sup> Quarter of FY2010, just 2 months after graduation, more than 55% of these new graduates have jobs or internships. CRS and HCIT will continue to support other students in seeking for a job in IT sector.

During August and September HCIT and CRS widely announced the new course opening within the education system and the PWD organization system in northern provinces of Vietnam. HCIT accepted 22 trainees in the SE #5 class and 26 were accepted into the GEIT #2 class. School year opening ceremony was held on September 20<sup>th</sup>, 2010.

Also in September CRS, HCIT and Mr. Hoang Moc Kien, the IT specialist for visual impaired persons (VIP) IT training program, worked together to develop a training program for VIP which will enable VIP students to be employed in the IT sector after graduation. CRS and HCIT plan to collaborate closely with the Vietnam Blind Association in implementing this VIP training program. Vietnam Blind Association will not only support the program by supporting the recruitment of qualified candidates, but they will also play an important role in finding job placement for VIP students after they complete their studies.

#### **2. ITTP at Van Lang University – Ho Chi Minh City**

During the 4<sup>th</sup> quarter of FY 2010 Van Lang University (VLU) recruited and opened four classes of different training courses: SE, Graphic Design (GD), Architect Engineer Design (AED) and VIP with the total of 86 PWD students. Detail number of student in each class is listed below:

- SE2 class: 22 students

- GD2.1 class: 34 students
- AED2.1 class: 20 students
- VIP: 10 students

A specific class for hearing impaired people (HIP) was not open at VLU in this quarter since all of the over 30 HIP students chose to join with students with mobility difficulties in SE, GD and AED classes.

The current VIP class at VLU is a short-term course which provides basic IT skills for student. Qualified graduated students from this course will join an advance IT training program which will be designed in collaboration with Vietnam Blind Association similar to the HCIT program mentioned above. Additionally, VLU and CRS will collaborate with VBA to recruit more VIP from VBA branches in southern provinces to provide TOT training for VIP trainees.

**Van Lang University 2010 Opening Ceremony** - On 26 September 2010, 80 ITTP students joined with over 12,000 students of VLU participated in the new school year opening ceremony. It was a special event since VLU made a decision to have one event instead of separate event only for ITTP students. This confirmed that VLU is committed to include ITTP as an integral part of the school. Special guests included Frank Donovan, the Mission Director of USAID Vietnam, MOET representative and CRS representative. Entertainment provided by students included songs from ITTP vision impaired class. Speeches were made by VLU leaders that regular students must learn from the hardships that ITTP students have endured and ask them to reach out and encourage ITTP students to participate in all VLU student activities.

**BAC Luncheon.** Members from Business Advisory Committee (BAC) attended the luncheon included managers from IDGV, PSD, GES, Blowfish, Global Cybersoft, HCM Investment and Trade Promotion, and Mekong Software. In addition, three ITTP graduates representing Medisoft, DiaOcOnline, and Ho Chi Minh City District 1 Tax Authority also participated in the luncheon. BAC members expressed sincere thanks to VLU, CRS, and USAID for the opportunity to contribute and pledged additional supports and cooperation with ITTP and VLU. BAC representatives reaffirmed that they are hiring ITTP graduates not out of charity, but because ITTP graduates have the skills to perform the work and have excellent work ethics. CRS continued to encourage VLU to consult BAC periodically in order to design training programs that are based on the latest market conditions.

**Intel ITTP Cooperation** – CRS project staff met with the management team of Intel Vietnam, including its Managing Director, HR Manager, IT Manager and Community Affairs Manager, to plan for future cooperation between Intel, VLU and CRS. A visit of Intel facilities by VLU ITTP students was scheduled, and a team of Intel staff will visit ITTP at VLU in October. These events are intended to inspire students to work hard since equal opportunities for employment are waiting for them once they completed the training. In addition, Intel staff will share on jobs seeking and interview skills with ITTP students.

**Cooperation between ITTP and Vietnam Blind Association** – During this quarter, CRS and HCIT worked with Mr. Hoang Moc Kien, an expert on IT for the visually impaired people, and drafted a training-of-trainers curriculum. VBA plans to encourage up to 50% of their members to use IT. VBA Vice President Nguyen Xuan Huong agreed to work with ITTP and have up to 80 of their members to be trained at VLU and HCIT ITTP. Once these members graduate, they will be given priority to be employed by local VBA chapters as IT

instructors. CRS, VLU and HCIT will sign a MoU with VBA in late October, specifying the roles of VBA in recruitment of trainees and coordination of trainees' placement at VBA branch offices after the training.

**Report on the employment status:**

Hanoi College of Information Technology

Class	Duration	Grad. Date	# Graduates	# Employed	%
SE1	1 year	5/2008	27	24	86%
SE2	1 year	9/2008	25	24	96%
SE3	1 year	5/2009	25	21	84%
SE4	1 year	7/2010	21	10	47%
GEIT1	1 year	7/2010	26	16	62%
Total			124	95	77%

Van Lang University

Class	Duration	Grad. Date	# Graduates	# Employed	%
SE1	1 year	3/2010	24	23	96%
GD1	6 months	8/2009	22	17	77%
GD2	6 months	12/2009	22	15	68%
AED1	6 months	12/2009	22	16	73%
AED2	6 months	6/2010	20	12	60%
Total			110	83	75%

The table above shows the latest cumulative employment status of ITTP graduates. CRS notes that employment rates are higher for students who have graduated for a longer time than those who have recently graduated and may still be looking for jobs, and that employment for year-long Software Engineering graduates is higher than those from the six-month Business Processing & Outsourcing and Architectural Engineering and Design courses.

**SO2: Children with disabilities benefit from increased involvement of parents in providing community-based support**

The 4<sup>th</sup> quarter of FY 2010 was the first quarter of the extension phase of IVWD. The main achievement in this SO during the 4<sup>th</sup> quarter of FY 2010 is that all necessary legal procedures for extending the IVWD project in Ninh Binh for 2010-2011 were completed by CRS and the provincial governments of Ninh Binh and Quang Nam. On August 20<sup>th</sup>, 2010, Ninh Binh provincial people's committee issued Decision No. 793/QD-UBND to approve the project in Yen Mo and Gia Vien district and assign Ninh Binh DOET to hold the project management responsibility.

CRS staff and Vice Chairmen of District people's Committee and managers of relevant departments in Que Son and Thang Binh District had meetings to make plan and reached the consensus for cooperation. A MoU has been signed following the approval by Quang Nam Provincial People's Committee for Que Son and Thang Binh to receive the USAID-CRS grant. Project Management Boards (PMBs) were established and approved following the provincial approval. BOET was appointed to be the local focal point for Que Son and the BOLISA was appointed to be the local focal point for Thang Binh.

CRS staff worked with district PMBs of Thang Binh and Que Son to develop instruction and guidelines for establishing parent associations at 16 communes and planned for general survey and comprehensive need assessments of children with disabilities in the areas for October 2010.

Hiep Duc PMB and CRS organized a workshop for the review of the previous phase of the project and the introduction of the extension phase. The workshop was attended by 70 district and communal leaders and teachers, 55 PAs members in 10 communes in Hiep Duc, and representatives from CRS. Participants agreed upon the positive impact of intervention in the previous phase and committed to scale up the impact during the extension phase with expansion into two new communes with high numbers of parents and children of ethnic minority origins.

Department of Education and Training (DOET) of Duy Xuyen district of Quang Nam province informed CRS that they wish to discontinue their participation in this project, citing the following reasons: (1) after 5 years of participation in the project, communities in Duy Xuyen have high capacity to carry on activities; (2) DOET is preoccupied with educational tasks and cannot take on additional responsibilities in the communities; and (3) both DOLISA and the Red Cross do not have the staff and capacity to take over the role of main implementing partner in the district. Other districts were happy to allow additional communes to participate in this project, including two new ethnic minority communes in Hiep Duc district. Overall, the number of new PAs to be established during the extension was increased to 26 from 21 in the proposal. The table below details the breakdown of number of participating PAs in each district.

<i>Province</i>	<i>District</i>	<i>Existing PAs</i>	<i>New PAs to be established</i>	<i>Total PAs</i>
<b>Ninh Binh</b>	Gia Vien	2	5	<b>7</b>
	Yen Mo	2	5	<b>7</b>
<b>Quang Nam</b>	Hiep Duc	10	2	<b>12</b>
	Que Son	0	6	<b>6</b>
	Thang Binh	0	8	<b>8</b>
<b>Total</b>		14	26	<b>40</b>

## Section 4 – Indicator Results and Targets

According to guidance from USAID, this table includes only **new** beneficiaries in FY 2010. Continuing beneficiaries, such as ITTP students who began their courses in FY 2009 or children with disabilities enrolled due to the CRS project at preschool, primary and secondary levels in Ninh Binh and Quang Nam, are not included here. The original FY 10 target was only for the first 3 quarters of this fiscal year, when the original project was scheduled to close at end of the 3<sup>rd</sup> quarter. Fourth quarter beneficiaries are from the extension phase of this project.

Indicator	FY 10 Target	Reporting achieved
# of children with disabilities at lower and higher secondary schools surveyed and consulted for vocational orientation	0	84
# of education management and teacher with Pre-school trained in thematic training (in level training districts and schools)	0	129
# of junior secondary core teachers receiving IE training	30	12
# of junior secondary school principals/vice-principals, district/province DOET administrators and community leaders trained in IE	0	15
# of ITTP school leaders trained in IE	5	12
# of new businesses involved in job placement of ITTP graduates in Hanoi and HCMC	10	4
# of children with disabilities at lower and higher secondary schools surveyed and consulted for vocational orientation	0	160
# of students with disabilities enrolled in short term ITTP training in Hanoi and HCMC	87	57

1. At the beginning of FY 2010, CRS and MOET secondary department set target for general support services for IE secondary students without specific indication of vocational orientation. However, during summer of 2010, CRS discussed with MOET secondary department and provincial departments of Education of Quang Nam and Ninh Binh provinces to collect data relating to needs of secondary students with disabilities of vocational orientation, followed by provincial workshops to provide instructions and guidance to students and their families.
- 2.

Standard Indicators	FY 10 Q1-Q3	FY 10 Q4	FY 10 Results	FY 10 Target
<b>1. Number of people benefiting from USG-supported social services</b>	<b>368</b>	<b>134</b>	<b>500</b>	<b>313</b>
# of children with disabilities in 9 lower secondary schools in IE model who receive regular academic and social support from core teachers and community groups	131	0	131	126
# of children with disabilities at lower and higher secondary schools surveyed and consulted for vocational orientation	160	0	160	0
# of students with disabilities enrolled in long term ITTP training in Hanoi	0 (48)	48	48	25
# of students with disabilities enrolled in long term ITTP training in HCMC	20 (134)	76	96	50
# of students with disabilities enrolled in short term ITTP training in Hanoi and HCMC	47	10	57	87
# of students enrolled in inclusive IT classes	8	0	8	25
# of CWD receive quality community support (extension phase)		0	0	N/A
Note:				
<ul style="list-style-type: none"> <li>• 48 long-term Hanoi ITTP students began their study during FY09, 47 have completed the program and graduated during FY10.</li> <li>• 48 new students joined ITTP Hanoi in August 2010 and will continue their study through FY11.</li> </ul>				

<ul style="list-style-type: none"> <li>• 114 long-term HCMC ITTP students began their study during FY09, 110 have completed the program and graduated during FY10.</li> <li>• 20 long-term HCMC ITTP students began their study in FY10 and completed their study in FY10.</li> <li>• 76 long-term HCMC ITTP students began their study in September 2010 and will continue their study through FY11.</li> <li>• 10 short-term VIP students were accepted into HCMC ITTP in September 2010, and their study will continue until December 2010</li> </ul>				
	<i>FY 10 Q1-Q3</i>	<i>FY 10 Q4</i>	<i>FY 10 Results</i>	<i>FY 10 Target</i>
<b>2. Number of service providers trained who serve vulnerable persons</b>	<b>294</b>	<b>610</b>	<b>904</b>	<b>105</b>
# of educational management staff trained in IE management with Secondary Dept	42	0	42	30
# of education management and teacher with Pre-school trained in thematic training (in level training districts and schools)	84	0	84	0
# of education management and teacher with Primary-school trained in thematic training (in level training districts and schools)	129	0	129	0
# of students in teacher training colleges trained in IE pre-service module developed with MOET Higher Education Dept	0*	0	0	40
# of junior secondary core teachers receiving IE training	12	0	12	30
# of junior secondary school principals/vice-principals, district/province DOET administrators and community leaders trained in IE	15	0	15	0
# of ITTP school leaders trained in IE	12	0	12	5
# of parents and caretakers participating in PA activities	0	610	610	0
<p>* Hanoi university of Education was contracted under authority of Higher Education department for the curriculum development and piloting. However, changes in management staff of the Faculty of Special education have led to the delayed process of the curriculum completion. The curriculum was just completed at the end of June, therefore school partner had no time for piloting it.</p> <p>During Q1-Q3, CRS supported 15 parents' associations through a different donor. In Q4, with the start of the extension phase, USAID funding is being used to support these parents' associations.</p>				
	<i>FY 10 Q1-Q3</i>	<i>FY 10 Q4</i>	<i>FY 10 Results</i>	<i>FY 10 Target</i>
<b>3. Number of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>10</b>
# of new businesses involved in job placement of ITTP graduates in Hanoi and HCMC	4	0	4	10
# of new Parent Associations established		0	0	N/A

## **Section 5 – Reporting on People with Disabilities**

1. *Please describe ways in which your organization has removed barriers to the participation of PWDs in your work. Barriers may include communications, physical accessibility, employment, civil society/governance, training, etc.*

CRS advocated with ITTP partners HCIT and VLU to recruit persons with visual impairment for short term training courses as well as to increase participation of persons with hearing impairment (which was not in the original ITTP plan). CRS will continue to provide opportunities for person with hearing impairment to access IT training in order to support

them with more opportunities for social interaction and job findings. CRS has worked with ITTP partners to ensure more ITTP students have accessed to international accreditation system such as ICDL and Fundamental Engineering (FE) to support their marketability following graduation.

Following accessibility modifications at VLU funded by USAID, VLU has seen an increase in disabled applicants to regular programs at the university (in addition to ITTP). CRS has identified at least 5 PWD currently studying in accounting, industrial art design and fashion design programs. CRS will continue to advocate that VLU increase the enrollment of PWD in all programs.

ITTP graduates have changed mindset of managers who hire them. Managers are not hiring ITTP graduates out of charity, but because ITTP graduates have proved to be capable and reliable. Those managers that have experienced hiring ITTP graduates are open to hiring other PWDs because they recognize that PWD can be productive member of their staff and can also inspire their non-disabled employees to work harder

2. *Please describe how PWDs have been included in the planning, implementation, and evaluation of USAID-supported programs.*

CRS currently employs three PWD out of a total of 30 staff and long-term consultants (10%).

CRS hired Hoang Yen, a person with mobility disability as one of three members of the IVWD final evaluation team. Yen has strong experience in vocational training and in disability advocacy, adding to the evaluation team's diverse experience and capabilities.

CRS hired three trainers with disabilities to deliver the training for reporters and journalists on disability sensitivity issues. Ms. Nguyen Hong Ha, Ms. Nguyen Thu Thuy from Independent Living Center for Hanoi People with disabilities and Mr. Nguyen Trung from the Bright Future Group. These trainers have substantial expertise and experience in facilitating the training for different trainees on the issues of disabilities in general and accessibility for people with disabilities in particular. It is very important because no one is better placed to talk about disability sensitivity during media events, interviews with PWDs or write about PWDs than themselves. Journalists and reporters had very lively lessons learnt from ideas or stories shared by PWDs in this training.

In two workshops on vocational orientation for CWD in Ninh Binh (19 June) and Quang Nam (23 June), CRS invited 2 PWDs, Le Thi Le and Mai Anh Thong (both from ITTP HCIT program) to share opinions and experience for leaders, teachers, parents and CWD. Their example motivated efforts of other CWD in learning and training for a job in the future. These workshops created a chance for PWD and CWD as well as their parents exchange ideas and advices with each other. Through discussions with PWD and CWD, provincial leaders and provincial policy makers from DOET, DOLISA better understood their responsibilities to support PWD and CWD to gain access to education and training. .

3. *How your organization engages in activities that include the goal of increasing the capacity of disabled people's organizations or parent organizations to provide assistance to, and advocate successfully for, the rights of PWDs? Please provide specific examples.*

CRS has facilitated the formation of Parent Associations (PAs) of CWDs to enhance participation of parents into inclusive education since 2007. Eleven associations were set up

in Ninh Binh and Quang Nam provinces as part of the IVWD project with USAID funding, and CRS established an additional 10 PAs in Quang Nam in 2009 using private funds. Through small grants provided through CRS, PAs take a greater ownership role in needs assessment and identification of feasible and useful project activities as well as in budgeting and financial management. CRS expects that PA capacities will be developed and sustained to support directly for their children as well as to collaborate with local government and community in mobilizing resources and efforts to support CWD.

CRS private funds were used to support 10 small grants to PAs in Quang Nam, which were selected based on criteria set by CRS such as support to children with severe disabilities; activities that associations cannot do themselves without external financial support; high participation of association members; and focus on education and rehabilitation. The model of small grants is an effective model for building capacity of Parent Associations that is relevant to their actual needs.

CRS also worked with Hanoi Club of Parents of Children with Autism to invite 5 parents from Quang Nam to share experience and learn from other parents in Hanoi, Danang and other provinces. After the workshops, parents from Quang Nam have more motivation in supporting their children and networking with others. CRS will continue to work on strengthening this network in the extension phase to support parents to support their children.